

THE SIERRA EDUCATIONAL NEWS

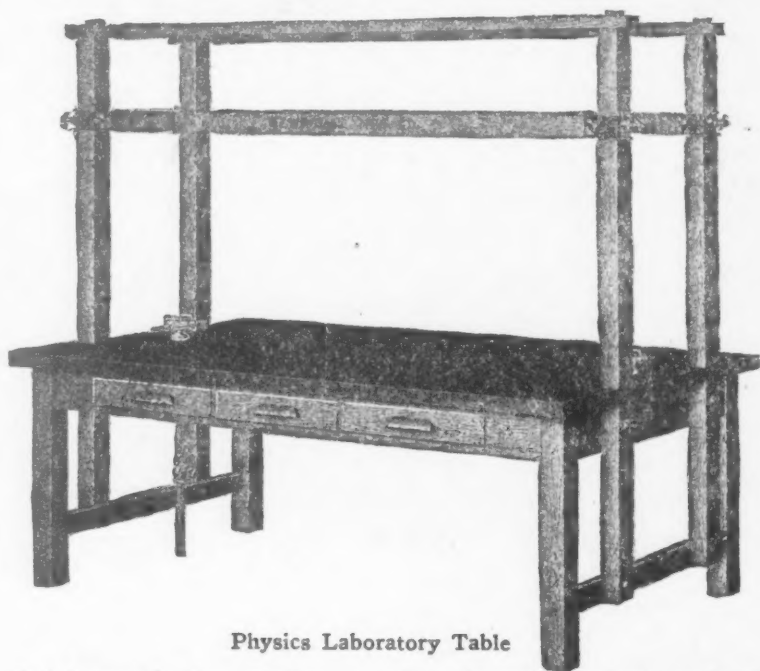
As a Faculty Thinketh
Showing How One High School Is Attempt-
ing To Meet Present Day Problems

Assembly Bill 1013 Analyzed
A Constructive Program For
School Taxes Necessary

Preparing For Educational Meetings
A New Departure---An "Institute School"
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Editorial

MORE MONEY BETTER SPENT

The abnormal demands made upon the American people at this time afford the best object lesson possible of the necessity for the practice of economy and thrift; the conserving of resources, the elimination of waste, the application of methods of efficiency, of making the dollar go as far as possible and of securing the actual dollar's worth; of dropping out the non-essentials, the extravagances, the frills. In education it means eliminating the so-called "fads." It means doing away with useless and unnecessary expenditures. We are indeed a wasteful people and this war is not to be without its benefits in bringing home clearly and forcibly the necessity for the practice of common-sense economy.

In such a rapidly developing country as ours and in view of the changed economic, industrial and social demands, there can be no doubt that money used in the service of the school has oftentimes been misspent. The war, however, is furnishing opportunity for much unnecessary hysteria as to the awful waste of public money for school purposes. While money should be wisely spent, what is needed in education is not less, but more money. France,—three years at war, her resources taxed to the utmost, farms despoiled, crops destroyed, homes desolated, forced to borrow from a foreign nation the necessary funds to prosecute the war,—France will this year spend not less on her schools than formerly. She will spend this year in excess of \$3,000,000 over what she spent last year. The more terrible the war in the trenches the greater care given to the children and the schools. In caves, deep dug under towns and cities, the work of education goes forward, the schools taught by women and by men returned through physical disability from war service. Herein lies a great lesson for the American people.

The English Minister of Education, Mr.

Herbert Fisher, startled Parliament by asking for education in the year 1917-18 a sum nearly \$20,000,000 larger than was voted the year previous, the largest increase on record. This money is to be used for general educational purposes. Debts are unsatisfactory accumulations, whether upon the shoulders of individuals or nations. But France and England propose to conserve the youth even though saving be made through stopping waste and expenditure in other channels.

In a recent issue of the California Tax Payers Journal, in speaking of the dangers from the bonded debt in our State, it is remarked: "The debt situation is especially serious from the standpoint of the schools because the demands are constantly recurring." Of course the demands recur. Are not children being born? Is our population not increasing? Do not old equipments wear out and old buildings become outgrown? Are not greater demands constantly made upon the schools? It is a common experience for the public press to startle itself with a headline on the first Monday in September in advancing the statement that there are more children enrolled in the schools of Jonesville than ever before. Why not?

And not alone do we need more money than ever before to reach that period of Democracy of which we are all talking, we need specifically more money for teachers' salaries. Hear further what Mr. Fisher of conservative Great Britain has to say:

We feel that no system of public education can be satisfactory which does not repose on the co-operation of a body of devoted, capable, and well-trained teachers, and that the first step towards educational reform is to attract good men and women into the teaching profession. The Government has come to the conclusion that the financial position of the teachers in our elementary schools is unsatisfactory and that it should be improved, and to this end a large additional sum of money has been recently voted by Parliament for elementary education. We do not intend that this grant should be spent in relief of rates. We propose that it should be chiefly spent on the augmentation of

teachers' salaries. It is sometimes urged that the education given in the schools is not good enough to justify higher salaries. That is a vicious circle. You cannot get good education without good teachers, and you cannot get good teachers unless you are prepared to pay for them. We have thought fit to indicate the minimum salary which should be paid to certificated and uncertificated teachers. We cannot allow teachers in our national schools to be exploited at a starvation wage. And here let me add that I shall not consider that I have placed the financial position of the teaching profession on a satisfactory basis till I have succeeded in securing adequate pensions for all classes of teachers.

All honor to the teachers of California that, during the years past, they in their resolutions at Institutes, and in their work in the State Association, and in the Committees of the Council of Education and before the legislature, have thought first of the children and the schools rather than of their own needs. To improve schools, however, and to raise standards in the profession, we must advance the salaries of the teachers. Here in our State the salaries of rural school teachers, save in certain fortunate localities, are pitifully low. Salaries of elementary and high school teachers should be increased. In only a few instances are superintendents of city schools receiving adequate salaries. A considerable number of high school principals are fairly well paid. Most elementary school principals, outside the cities, have hardly a living wage. But the crowning dishonor is found in the salaries paid to county superintendents. While in hardly any instance is the purchasing power of any teacher's salary what it was ten years ago, the county superintendent has now neither adequate salary nor assistance. In service rendered the State no other county officer can compare with the county superintendent of schools. But to ask that other public officials serve for the meagre salary paid these school people would be to raise a storm of protest.

Let us have more money for all branches of the educational service. Let the educational forces as well as the politicians and so-called financiers have a voice in determining the budget and the uses to which it shall be put. Recent

happenings tend to indicate that the work of the past eight years in organizing the teachers of this State is awakening each teacher to her individual responsibilities. No school system can long endure where each teacher is not recognized as a living entity rather than a cog in an educational wheel. But to *spend less* does not necessarily imply a saving to the tax payer.

RATIONAL SCHOOL LAW IN SIGHT

For years the teachers' organizations of the State have been pointing to the necessity for a revision and simplification of the school law. In California, as in some other states, the law has been a growth, an accretion. There have been constant additions; there has been no trimming. True, since the California Teachers' Association and the Council of Education have added their efforts to those of the various school authorities and through their committees have made a thorough study of school legislation, fewer objectionable laws are passed than formerly. Most of the constructive legislation of the past few years has originated with the teachers themselves. This is as it should be. Those primarily interested in agriculture or irrigation are the ones to initiate legislation along these lines. So it is with any particular industry or social activity or public enterprise. Those who engage in the enterprise or activity should be chiefly responsible for changes or constructive propaganda.

In our own school law the various statutes relating to public education are scattered through the political code and the body of general law. There are numerous duplications and overlappings. There is no organized arrangement. In some instances laws now on the statute books are obsolete. It has long been apparent that the working body of the school law could be reduced to one-fourth or one-tenth its present bulk, and so organized as

to place together all sections relating to a particular topic. The codification would do no violence to the present essential features of the law.

The work of the committees of the Council of Education is at last to bear fruit. During the last legislative session Statistician Job Wood Jr. accomplished much in a more effective indexing of the law. Commissioner Will C. Wood has rendered a service in his work upon certain sections through codification. The teachers appreciate thoroughly the interest shown during the past year by the State Board of Education in this all important matter. Assembly Concurrent Resolution No. 20, passed at the last session, provides that the Chief of the Legislative Council Bureau, Mr. Arthur P. Will, is to "make an examination of all the statutes relating to the educational system of the State and to consult with officers engaged in educational work," to the end that a full report be made to the next legislature. This is to embody recommendations as to repeals, amendments or changes advisable. A copy of this report is to be sent, not later than December 1, 1918, to various persons in the State most interested.

Again, it is shown that constant, persistent, consistent, determined, follow-up work secures results. It has been said repeatedly by the unbelievers that the law could not be codified; that if it could the result could not be brought about through such efforts as the teachers could exert. Whatever is for the best interest of the children and schools of the State can in the last analysis be secured by the teachers if they but stand together.

BETTER TENURE MUST COME

The resolutions given herewith were unanimously adopted at the recent Portland meeting of the National Council of Executive and Administrative Women in Education, with advice that the Presidents of the State Teachers' Associations in the country be urged to have

discussed, at some time during their next state meeting, the support of teachers' tenure:

PRESENTED BY MISS GRACE DeGRAFF

Whereas, The necessity for securing for and retaining in the teaching profession men and women of virile character and lofty ideals has never before been so urgent as it is in this crisis of civilization, democracy and education, and

Whereas, We regard it as both a high privilege and an overshadowing responsibility to assist in winning and dedicating to the profession of teaching the most worthy and most promising of that host of young people who are to decide the important questions of a permanent calling, and

Whereas, The important consideration of support, self-respect and both social and professional standing are involved in the teacher's tenure of service, and

Whereas, The year just closed has followed the precedent of earlier ones by bringing to our notice cases in which teachers against whose personal character or professional record no reasonable charge could be sustained, have been dismissed late in the season, without warning, without a hearing, with no charge preferred, or with only a vague and evasive insinuation, more damaging than an open charge, and oftentimes with autocratic disdain of requests for an investigation, and

Whereas, Such treatment of the teacher tends not only to drive her from the profession but to deter others from entering, and

Whereas, The spirit of autocracy has never before in human history seemed so much in disfavor as at the present; therefore

Be It Resolved, First, That we as a Council of Executive and Administrative Women in Education, condemn as unjust to the individual and destructive to the cause of education, any dismissal of a teacher except after a fair, open and adequate investigation, and

Second, That we request the Executive Officers of the various State Teachers' Associations during the next meeting of their Association, to provide for a full discussion of the subject of Teachers' Tenure of Service with a possible view to suitable legislation.

The California State Teachers' Association, the Council of Education and this magazine have long urged the necessity for proper tenure for teachers. Something has already been done in this state for a more permanent tenure. At the last annual meeting of the Council of Education in Oakland, we reported the advisability of a committee to study the questions of appointment, rating, salaries and tenure. The President of the Council has appointed such committee, with Miss Sara L. Dole of the Manual Arts High School, Los Angeles, as Chairman, and Messrs. Robbins of Chico,

Teall of Los Angeles, Wright of Los Angeles, and West of San Diego, as members.

There should be tenure for teachers consistent with the best interests of the school system which has been pointed out in an editorial in our November, 1916, issue. The plan of reappointment from year to year is pernicious. Teachers having once demonstrated their fitness and loyalty should feel secure in their positions, and should not be displaced until such time as through inefficiency or physical or other incapacity, they are not meeting the demands that should be expected of them. As stated by us in the editorial in question, "life or permanent tenure for teachers, is *not* to be desired. Such conditions would detract from growth and progress. However the state owes it to itself, its children and its teachers, to protect the latter. Where there is merit, there should be tenure."

ADVISORY COUNCIL

Recently in the city of Los Angeles, and after canvassing the situation carefully for months, a plan has been devised for co-operation between the high and intermediate school teachers and the superintendent's office through an Advisory Council. The main features of this Council are embodied in the following:

1. The Council to consist tentatively of the Superintendent and seven teachers, one of whom is to be the President of the High School Teachers' Association, the other six to be teachers named by the President, subject to confirmation by the Executive Committee.
2. The Council to meet at stated intervals to be determined by the Council itself.
3. The Council may discuss any matter relating to high schools or intermediate schools concerning which the Superintendent could properly act or concerning which he could address the Board of Education.
4. Members of the Council may take the initiative in introducing subjects for consideration.
5. Any policies of the Superintendent or of the Board of Education may be brought up in the Council for criticism so long as the criticism is kept within the proper professional bounds.
6. The members of the Council are not to be considered as representatives of particular schools or groups of teachers but are to approach all problems from the point of view of their relation to the entire school system.

7. The methods by which the Council shall keep in touch with the members of the Association shall be worked out by the Executive Committee of the Association co-operating with the members of the Council.

8. The Superintendent in becoming a member of the Council is not to be understood as abrogating any of his authority under the laws of the state and the rules of the Board of Education.

9. The members of the Council will consider themselves under obligation to abstain from making public matters discussed in the Council involving the character and fitness of individual teachers.

10. The President in appointing members of the Council and the Executive Committee in confirming them, will consider only the fitness of the persons named to pass upon questions concerning high school and intermediate school matters in an intelligent, broad-minded and professional spirit.

Here again progress is marked. There has been in the past too little co-operation between the teaching body of a school system upon the one hand and its administrative officers upon the other. Even where no friction has existed there has nevertheless been lost motion. Many times teachers through lack of knowledge of the work of the administration, and hence lack of sympathy, have not worked to the best interests of the schools as a whole. On the other hand, the Superintendent and his associates have lost touch with those who really do the teaching, and who are, in the last analysis, responsible for the system of schools.

For years, through the columns of this magazine, we have attempted to bring before the teachers of the state, the necessity of a closer union of interests. In our December, 1914, issue, we pointed out the value of the advisory council in city school administration, showing how the present administrative plan was unsatisfactory and emphasizing the advantages of a closer co-operation in an advisory scheme. The plan for the Superintendent's Advisory Council of high and intermediate school teachers in Los Angeles, was largely brought about through the efforts of Mr. Ray E. Chase, President of the Los Angeles High School Teachers' Association and member of the Council of Education. The work in that city will be watched with interest.

PROGRESS IN THE COUNTY FREE LIBRARY

There appears in this issue, under the Librarian's Desk, a communication from State Librarian Milton J. Ferguson, in which, in response to a query from the Secretary of the State Association, he gives some interesting facts regarding the County Library, the number of counties in which the plan is enforced, the number of branches established, and so on. The more we study this County Library Plan the more fully are we convinced that it is one of the strongest elements for education in the state. In fact, we dislike very much to speak of the *schools* on the one hand and the *libraries* on the other. The libraries are "schools" and the County Library is an intrinsic part of the public school system. Think of 2141 branches of the County Free Library already established, and out of a total of 2922 elementary and high school districts they were giving service to 1009. And this from an institution in existence hardly seven years.

When every district in the state shall have joined the County Free Library and is being served as are those districts now operating under the plan we shall have gone a considerable step forward. Our County Librarians are doing a great work. They are helping the teachers and the teachers are helping them. A good Librarian is as great an asset to the district and the state as is a superior teacher. Teachers and Librarians must work together.

NEW SECTION PLANNED

The movement for a new section of the C. T. A., comprising a group of South Coast counties, has gained considerable headway. A number of county and city superintendents, high and elementary school principals and teachers throughout the district are working enthusiastically. Teachers in these counties find distances too great and transportation facilities not conducive for attendance at the meetings of the Bay Section. They are thus deprived of the value to come from attendance at these annual

meetings. The feeling is generally expressed that with opportunity to hold an annual session at such centers as San Jose, Santa Cruz, Monterey or other convenient point, many teachers would attend the sessions, join the Association and thereby benefit not themselves merely but the cause of education throughout the state.

Of the various communications that have gone out from the offices of superintendents and others, a series of letters sent at the request of representatives of the various counties by Principal E. E. Brownell of the High School at Gilroy are most suggestive. In his first letter he shows that in the counties of Santa Clara, San Benito, Santa Cruz, Monterey and San Luis Obispo, a total of 1150 teachers, only 239 are now members of the C. T. A., this being 21%. In some other districts of the state, where attendance at an annual meeting of a section is not a hardship, practically the entire teaching body of a given section are members of the Association.

Letter No. 2 sets forth some of the legislative accomplishments of the Association, mentioning the Teachers' Pension Act; laws helping Vocational Education; the new Kindergarten Laws; the new High School Text Book Law preventing uniformity; the 15c Building and Grounds Tax Law; Evening High School and Evening Elementary School help; better Tenure Laws; Laws aiding Junior Colleges. The letter states further that had all teachers in the state been members of the Association some of the desirable bills that failed of passing or of receiving the signature of the Governor at the last session would now be laws. The letter goes on to say:

"Here are some of the things much needed, and organization is the only way to secure them: Salaries must be raised to meet present conditions; a more permanent tenure for competent teachers; classes must be reduced in size; courses of study must be simplified and perfected; all teachers must be trained; more intensive supervision secured in all schools; more school funds for the elementary schools. While much has been done, much more remains to be done and the teachers, by joining, can help the general movement. The stronger the Association is numerically, the easier it is to pass desired legislation and to kill unde-

sired legislation; but only as the teachers have an organization, can these things be accomplished."

It is certainly to the interest of every teacher in the state of California to join the Association, whether she be teaching in the farthest removed rural school or in the big city high school. The argument is sometimes raised that on account of small salary the teacher cannot afford to join. The fact of the small salary is one of the chief arguments in favor of joining, for, as stated in letter No. 2, above quoted, "Salaries must be raised to meet present conditions." The most effective and expeditious way to secure this desirable raise in salary is through organization. Let us not assume, however, that the teacher is thinking primarily of salary increase. She is thinking of the necessity for desirable legislation; for the preventing of passage of undesirable legislation; of improving the schools and of advancing the best interests of the teaching profession; of making the Sierra Educational News of greater value in school work. These things can best be brought about by a proper organization. The investment of \$2.00 is the surest way of bringing large returns.

\$2 MEMBERSHIP FEE IN C. T. A.

The \$2.00 membership fee in the Association is in force this year. It is to be hoped that every teacher now a member of the Association will continue her membership and that all present members will induce other teachers who have not heretofore given their support to the Association to join. As stated by a prominent woman teacher of Los Angeles, in discussing the matter before the Council of Education, "it is not so much a question of \$1.00, \$2.00 or \$5.00 as it is return upon investment. Teachers must have value received."

Those who have not studied this matter thoroughly should review the files of the Sierra Educational News and read carefully the reports of the various meetings of the Council of Education during the past two years, at which the matter of increase in membership from \$1.00 to \$2.00 has had ample considera-

tion. In our issue of April last, setting forth the proceedings of the last annual meeting of the Council, when the final decision was reached, there will be found a complete report. Doubt has been expressed in some quarters of the possibility of convincing teachers of the value of a \$2.00 membership in the C. T. A. Coercion should not be resorted to and it would almost seem inadvisable to argue the question. Those who do not join the Association will, of course, receive the benefits in part at the expense of others and through the existence of such organization. We cannot, however, in the State of California, secure proper results for ourselves and for the schools until we present a united front, which can only be done through the banding together of every unit in the school system. Let every teacher do his or her part in giving a trial to the new order of things under the \$2.00 membership plan.

Statement of the Ownership, Management, Circulation, Etc., Required by the Act of Congress of August 24, 1917, of Sierra Educational News, published monthly, at San Francisco, California, for October 1, 1917.

State of California } ss.
County of San Francisco }

Before me, a Notary Public in and for the State and County aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the Sierra Educational News, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, California Teachers' Association, San Francisco, California; Editor, Arthur H. Chamberlain, San Francisco, California; Managing Editor, Arthur H. Chamberlain, San Francisco, California; Business Manager, none.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.) a California Teachers' Association, Incorporated. No stockholders holding 1 per cent or more of total amount of stock. Arthur H. Chamberlain, Secretary, San Francisco, Cal. E. Morris Cox, President, Oakland, Cal.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

ARTHUR H. CHAMBERLAIN,
Editor.

Sworn to and subscribed before me this 25th day of September, 1917.

(SEAL)

SID S. PALMER.

(My commission expires December 31st, 1918.)

AS A FACULTY THINKETH

Being the Findings of the Faculty of the Elko County High School of Elko, Nevada; the Results of a Series of Investigations Running Over Many Months and the Conclusions Reached During a Three Day Session of the Faculty, Prior to the Opening of the School, September, 1917.

BY G. C. JENSEN, PRINCIPAL

WITH an eye for the soul as well as for the body of a public institution, the faculty of the Elko County High School of Elko, Nevada, met this year, before the opening of school, in a three days' session for the purpose of considering and adopting a policy regarding school activities. As one should expect, the findings were somewhat startling and the conclusions semi-revolutionary to say the least. It usually takes a school a good part of forever to adopt a new scheme and the rest of forever to get rid of it even after it is worn out. It must be borne in mind that the faculty has to work its own program; it is not as though they prescribed it for someone else. It must be borne in mind too that the community has to be convinced,—results must be forthcoming. The death knell of the school aloof from the community has been sounded. Students are not trained for tomorrow but for today. This day's life is as fundamentally important as any day's life ever will be. The care of a book (even though it belongs to the student) or a desk is as significant now as the care of a nation tomorrow.

It is perfectly evident, judging from our national experiences since last April, that the public institutions, whose chief concern should be that of citizenship, have been carelessly remiss somewhere. Probably no great human activity has ever been more sadly misunderstood by an intelligent people than that of the entry of the United States into the present world war; and misunderstood by the very people whose schools were calculated to instruct

in the arts of democracy. The national conscience has been badly twisted over the length and breadth of the land, and our schools are largely responsible for the twisting.

But a new kind of teacher is being bred in America. He may be the direct product of a materialistic or scientific age, but, be that as it may, his wares are nevertheless chiefly spiritual,—they belong to the field of inspiration, of ideals, of realisable hopes and human morality. The investigator type of teacher is here; the scientist with a keen sense of professionalism. His chief business will be that of seeing that tomorrow's history is written in the school-room and written properly.

This paper is not concerned, however, with the school plant, but with the findings of the three days' faculty meetings. It is needless to say that the faculty did not sneak up on the conclusions like a thief in the night. The members of the teaching staff have been at work on these questions for many months. Nor does the faculty claim that its present conclusions are the ultimate solutions, for there can be no ultimate solutions in a living school. The school is so organized that it can observe itself. It is just as essential to know whither a new scheme leads as to initiate the scheme after having determined that the innovation is necessary.

I. SUPERVISED STUDYING

The school, concluded the faculty, had been neglecting a very important and essential function: that of instructing the student in the art of studying. As a result, approximately two-fifths of the entire time of the school, with the use of the entire apparatus and equipment of the school, is now given over to an intelligent supervision of study-

ing. The school runs from eight till four-fifteen, with an hour and a quarter for noon and an hour each day for student activity. (See Student Activity under proper heading.) It was known that in many instances the students did practically no home studying and that as a consequence they were weak. Concentration was unknown and untaught. Attention always hung near the dangerous margin of distraction and was allowed to hang there much to the chagrin of the faculty. The students' methods of attacking their various problems were deplorably weak and unscientific. The students were daily developing bad mental habits which, as any other callousness, could only harden with use. Little was known of the larger half of the lives of the students, their lives out of school. The school neglected the great fact that, to successfully instruct the student, the whole student and his whole environment must be known.

With the time allowed under the supervised study scheme the faculty will make an intelligent study of the students, their habits and methods of study; and will then instruct them directly in the methods of attacking problems, not forgetting the problem of self-reliance. We are now infinitely more concerned with the internal development of the youngsters—their habits of thought and action—than with mathematics or language or science, though as an essential part of the scheme all classes are conducted with strict exactitude and promptness.

II. METHODS OF STUDYING

Different students need to be taught differently; and different subjects need to be taught differently. Just as there is the mental type of student, so there is the history type of subject. Students, respecting aptitude for developing and using certain mental habits, fall generally into classes; subjects, respecting efficient methods of approach and mastery, fall also into general classes. But the problems differ for each classroom or group of classrooms. A school can never fully succeed until the various departments and teachers become conscious of the stock in trade, always including the students. This is one of the school's problems. That the school recognizes the existence of this problem means

that the first mile post in the direction of solution has been reached. The ultimate goal will never be reached, thank God, but the inertia of inaction has become the inertia of motion.

III. ADVISORY SYSTEM

The school could not bring itself to neglect the hours before and after school,—the hours which are so often considered the real hours by the students. Nor could the school neglect the parent, undoubtedly the most potent influence in the life of the student. It is because teachers know so little about the student when out of school that the school hours are so often made spurious,—only accidentally recognizing the experiences of the students.

Hence the need for an advisory system where each teacher has a definite responsibility to a definite group of students. The system is still in its infancy,—neither to be approved nor condemned. There is little doubt, however, that much valuable knowledge, which will indirectly assist the students, will be derived because of this paternalistic tendency of the school.

IV. A MORAL SYSTEM OF GRADE MARKINGS

Whosoever devised the old system of comparative marks (1, 2, 3, or A, B, C, or 70%, 80%, 90%) for work done or not done by the students, either knew nothing about the fundamentals of morality or else cared more for time than for good morals. To compare one student with another, and to use a system of marks which leads each student to compare himself with all others, is both fallacious and immoral. It is fallacious because no two persons can be compared; it is immoral because it sets up false standards in the minds of the students. The only fair and moral thing to do in this connection is to compare the student with himself,—what he is now as compared with what he was six weeks ago. If he has progressed as rapidly as he; with his particular aptitudes and environment, could reasonably be expected to progress, he deserves every bit as high a mark as the student who, with better bases and surroundings, has advanced even a dozen times more rapidly. Under the comparative system of marking, a teacher could not do one student justice without discouraging the other. To render injustice is immoral. To

discourage is equally immoral, for it is also unjust.

A faculty which feels thus could not adhere to the old system of marks even though that system be practically universally used. The school is deeply concerned with what is being done elsewhere, but its first concern is to know what should be done in Elko. The old system was eliminated and the report card adopted. (See Table I.) There were a number of important considerations that entered into the adoption of this report card. It represents approximately one year's deliberate experimentation and required nearly one-third of the time of the three-day session to perfect. Its salient points are these:

- It eliminates all comparisons in the minds of both teachers and students.
- It specifically advises the student where he is strong as well as where he is weak. There is probably far more value in just positive criticism than in just negative criticism. The one is constructive while the other is destructive.
- It recognizes the fundamental human characteristics and enables the faculty to construct proper habits.
- It covers the student's entire life,—in

school and out. All his activities are reflected in each subject.

- It makes the student a citizen and takes cognizance of his actions toward others and his treatment of property.
- It gives the student the true impression that the school is interested in "development," both "scholastic" and "character," and avoids the evils of the old system where each month and each year stood by itself.
- It fits the philosophy of the school and disseminates that philosophy throughout the community. The report card is so often the only link between the home and the school that a school does well not to neglect its opportunity.

Of course, such a report card, or any other form for that matter, would be a failure if its items popped into the heads of the teachers and students only once each month. In the case of this school, the report card is so much the concrete exponent of the school's soul that to think of the school is to recall the items of the card. Nor do the teachers wait until the end of the school month to advise students as to how they are progressing: Slips, bearing the same items as the report card, are handed the students every ten days or more often if the need is felt.

The only point that has troubled the faculty is that another card, bearing the

Elko County High School Citizenship Record

SCHOLASTIC DEVELOPMENT:			
<i>General:</i>			
Attention			
Originality			
Grasp of Subject			
Time Efficiency			
Reasoning Power			
Memory			
Accuracy			
Thoroughness			
Absence			
<i>Preparation:</i>			
Consistent Application			
Effort			
Initiative			
Use of Study Hour			
Use of Reference Books			
<i>Recitation:</i>			
Responsiveness			
Posture			
Organization			
Grammar			
Vocabulary			
<i>Written Work:</i>			
Organization			
Punctuality			
Neatness			
Grammar			
Spelling			
Penmanship			

Table I

CHARACTER DEVELOPMENT:			
<i>Dependability</i>			
<i>Self Control</i>			
<i>Personal Neatness</i>			
<i>Community Spirit:</i>			
Conduct Toward Others			
Attitude Toward Work			
School Activity Interest			
Treatment of Books			
Treatment of Property			
Tardiness			

"S"—Satisfactory
"X"—On Margin

"U"—Unsatisfactory
"P"—Passed

PARENTS: Please acknowledge having carefully examined this card by signing your name:

- 1
- 2
- 3
- 4
- 5

STUDENT: If a (P) is placed after the subject below you have been given credit for that subject:

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Table II (Reverse side of Table I)

grades of the students in terms of 1, 2, 3, and 4, has to be kept in the files of the school for the purpose of transmitting student records to the universities. Strangely enough, our universities apparently care nothing about what the teachers of twelve years may have discovered about the students,—about their habits, their proclivities and their ambitions. Some day universities will probably accept students without credentials of grades if reputable schoolmen declare them fitted for university experience. There will be no more danger of weak university students then than now, for it is quite as easy to write a high grade as to approve in any other form. Men usually rise equal to increased responsibility; and it must be remembered that even now weak students do occasionally creep into the universities.

V. STUDENT ACTIVITY HOUR

In most small schools at least, athletics, along with all other student activity, are allowed to make shift for themselves as "outside of school activities." Here again the Elko school is revolutionary in carrying the scheme far beyond the minimum prescribed under state law. All student activity of every description whatsoever is now a definite part of the curriculum for which the students are allowed definite school credit. One hour each day during the school hours is set aside for this work and each student enrolled in some department of the work. The program is carried on in the open air as far as possible and is chiefly athletic. But there is the intellectual side to student activity, too,—organizations, journalism, debating, dramatics, etc.

The games and activities are not left to chance but are definitely arranged a week or two in advance. The program is then run on schedule; the students assigned to the different branches by choice and physiological ages. The morning recess is largely devoted to systematic exercises in the open air. For the boys nothing is better than the regular West Point Setting-up exercises. And the boys like them. The chances are that we shall avoid this year the epidemic of colds which formerly has swept over the school twice per year.

And every boy and each girl fits somewhere into the program,—into daily systematic and scientific exercise.

VI. HIGH SCHOOL EXTENSION

It happens that in the outlying districts of this large county there are a number of small schools which are endeavoring to instruct in one or two years of high school work. Invariably these schools are working at a great disadvantage. They are necessary, for not all students are in a position to be away from home. These schools need help.

It occurred to the members of the faculty of this school that the school might assist these small institutions, so the Department of High School Extension was called into existence. For two years the school has been sending out outlines for history and English; experiments in first year science with instructions how to improvise simple apparatus to fit the experiments; and advice along many lines. At the present time it is thought advisable to prepare a box with sufficient apparatus for thirty experiments and to send the box to such schools as are offering first year science and have no laboratory equipment. Such is not ideal, but it must be remembered that the students who are thus served will, many of them, never get to larger schools.

Much is being done, too, with the advice of the superintendent, in recommending and procuring books for these small schools and directing them in manner of attack. The school stands ready, too, to assist, by sending teachers or otherwise, in the Departments of Domestic Arts and Manual Arts.

A new problem has arisen in connection with extension this year: Two students who are unable to leave home to attend school, and who live in communities where no high school work is offered, have made application to be served by the extension department. Obviously the school cannot give the students much school credit for such work or next year there would be many students out of school and taking work through extension under the false assumption that it is equivalent to attending the school. Something is going to be done,—it is merely another problem for which there is a solution.

It is very likely that the large high school of the future will minister to hundreds who will never see the inside of its walls, just as the universities are serving

thousands through extension now. Certain it is that many a boy and girl could be greatly assisted in this way. Since Lincoln figured and whittled on the wooden spade correspondence schools have proven their worth.

VII. ENGLISH COMPOSITION

There probably is no one subject in the usual high school respecting which there is such general dissatisfaction as that of English composition—rhetoric, spelling and grammar. It is difficult to see what progress has been made in this subject and its methods during the last score of years. It is one of the great school absurdities the grossness of which arises directly out of a lack of research and co-operation on the part of school faculties.

The ills of composition are the result of the monopoly of this subject by the English department, and the almost humorous and still tragic acquiescence in that monopoly by all other departments. The premise of such a program is absolutely false and can end only in disaster. Teachers should not serve departments, but the entire school. English composition is a victim of English competition.

Because language is the human means for conveying ideas every classroom, despite the monopoly of the English department, is a language laboratory. It is a laboratory, however, in which usually no attention is paid to the phenomena. It should not be sufficient for the teacher to ascertain that the student has an idea; the teacher should go the full distance and insist that the student express that idea in good English. And ideas are the products of all departments.

By reference to the report card (Tables I and II), it will be seen that the Elko school recognizes both written and verbal expression as an essential part of the work of every class regardless of department. The false monopoly of the English department has been exploded. Is a paper in history, or physics, or manual training, not composition also? Indeed, it differs from the characteristic English composition paper inasmuch as it is written for the purpose of interesting some one else in the ideas of the student,—a paper where the chief concern is the conveying of an idea, not merely composition. Create in the

youngster a desire for self-expression and it becomes an easy matter to instruct in the arts of expression. The need then exists and the will is formed. Composition has failed because a cruel monopoly has given it future value only.

But it is not sufficient to merely correct a student's English in all of his classes; some definite scheme must be initiated for enabling the faculty to intelligently assist each student personally and for facilitating the work. Upon investigation (running over a year) it is found that errors in grammar and composition fall into general groups and that the students who make the errors also fall into groups. These groups cannot be discovered without thorough investigation. Such fortunate accidents do not occur around schoolhouses.

Table III

Name.....						
These are the words that I use but can't spell.						
Why? Who is to be master here,—the words or I?						
	1	2	3	4	5	6
experience	x	x	x	x	x	x
instrument	x	x	x	x	x	
principal	x	x	x			
faculty	x					
separate	x	x	x			
etc., etc.						

These are the mistakes that I make in grammar and rhetoric. Can I correct these?

	1	2	3	4	5
"Who" for "whom"	x	x	x	x	
Fail to capitalize		x	x		
Use "like" for "as though"		x	x	x	x
Use adverb for adjective		x	x	x	
etc., etc.					

Table III illustrates the scheme made use of by this school for the purpose of determining what special need each student requires; and also, the method of giving such assistance. Errors in written work from all departments are checked on this sheet. Periodically (it is not necessary to do this very often) each teacher checks some written paper of each of her students, encloses all of the grammatical errors in rectangles and all errors of spelling in ovals. These papers are then sent to the statistics department for tabulation. Many of these errors are found to be chronic in which case it is necessary for the entire faculty to administer the remedy. If an error in language is pointed out to a lad at every turn of the road, and pointed out in a manner which the faculty has concluded

is best for that particular lad, the lad in time rids himself of the trouble.

What the remedy for all cases is has not been determined in Elko and probably never will be. Much has been done, however, for the faculty, through research, is rapidly coming into possession of the basic facts. The errors are tabulated as shown (Table III), one sheet or more for each student. It is an essential and moral part of the scheme that misspelled words and grammatical errors are not sent back to the student to make an everlasting impression on his brain. The misspelled words are entered on these sheets but SPELLED CORRECTLY. The student sees only the correct form when he is asked to review his error sheet. If the same error is repeated a cross is placed after the item on his sheet. Usually eight or ten crosses suffice.

Students are then classified and the weaknesses of the students as a whole attacked in class by means of short, frequent and intense drills. But the work is not killed by using texts. It is difficult to see how a text could be written that would meet the needs of Elko, for let me emphasize again that the student is living today and that he is learning his lessons to be used today. A lesson which has only future value can never be learned, for it violates the fundamental principle of apperception. We all know how ready youth is to take the advice of age! The thousand by-paths of grammar and rhetoric belong to age and are the bore of youth; the one has use for them, the other hasn't.

English composition, in all of its many forms, is an instrument which is called into use by a rising and widening ambition. The problem of composition is thus one of depth, breadth and of internal perception.

VIII. CITIZENSHIP

Obviously the heading of "Citizenship" should have been placed first in point of importance, but the whole program is one of citizenship,—of the relation of the student to the state and to his community. This heading is placed last by way of emphasis and summary.

All the subjects of the curriculum may have been creditably passed by the student and yet he remain entirely uneducated. There are great and towering lessons in the human experiences of the past which man is now relearning all over again because our schools are still too youthful as instructors in the fundamentals of human conduct and experience. Our schools are youthful in the sense that the past means little to the present. There never has been such a need for the best minds of the world to instruct youth as at present. And why? Because, we now know, that as our schools are, so is the nation. If the schools are unmoral and fail to instruct in proper habits and proper principles, the nation must expect graft in its halls of legislation and in its public institutions. The nation must awaken itself through its schools or follow its predecessors to the scrapheap dedicated to human neglect and weakness.

As a faculty thinketh so thinketh the student.

RURAL SCHOOL SUPERVISION

BY O. L. BRAUER HIGH SCHOOL, SELMA, CAL.

UNDER the tacit assumption that the efficiency of the rural school is far behind that of the graded city school, the current educational literature is full of articles dealing with rural school problems. Interest is especially focussed on the supervision of the rural schools. Rural supervision is the theme of nearly every would-be reformer in school matters. As the passing comet appearing above the horizon attracts all eyes from the brighter suns and planets, so we in educational matters

are apt to greatly over-emphasize the fad of the day. I do not mean to imply that the rural schools are perfect; far from it, nor do I wish to give the impression that the right kind of supervision would not help them. However, I do wish to avoid emphasizing this need to the obscuring of far greater needs to all schools.

A significant fact to my mind is that the dozens of articles I have read on the subject of rural school supervision have been written by school supervisors. We are all

prone to over emphasize our point of view, and to attach undue importance to what we are doing. I should like to hear from a large number of the teachers of one-room schools. Do those who really know the conditions call for the supervisor? Would they give him a hearty welcome? Laying aside the efficiency of the school-machine due to the city supervising principal, what do the supervised teachers think of him? Do they welcome his visits, for their help and comfort, or do they look forward to them with fear and trembling? Obviously for their security, they voice no public criticism of the practices of principals and supervisors, but privately they could make many just criticisms. I fear we are apt to think of the teacher only as a cog in the educational machine and overlook her rights as a human being.

Difficult as it is to measure the efficiency of a school, still there are many points on which we can qualitatively compare the graded city school and the one-room country school. Is the former much more efficient than the latter, if at all so? The way some of the deficiencies of the rural schools have been discovered is really amusing. At the National Education Association meeting in Oakland, Dr. Thomas D. Wood of Columbia University stated that it was an established fact that country boys were physically inferior to city boys. The unusual thing to anyone familiar with rural conditions is how this conclusion was arrived at. One method of comparison upon which such conclusions are based is to compare field-meet scores. For instance, the boys in several representative city schools and country schools were made to broad-jump, high-jump, pole-vault, straight-throw, shot-put and hammer-throw. According to the methods of scoring, the boys of city schools showed up better than those of the country schools. To anyone familiar with

field sports, this method of comparison is a joke. Skill in field sports is an art. It depends as much on training and practice as on natural muscle and ability. City boys have been around playgrounds and have seen and practiced these things more or less all their lives. Country boys have never tried some of them and never practiced any of them. It would be about as fair to use ability to play the piano as a measure of strength between boys who have taken lessons and those who have not. It has been my experience, that, when it comes to steady work, such as pitching hay, digging potatoes or hoeing corn, which is a test of endurance and strength, the average country boy is so far ahead of the average city boy of the same age that there is scarcely a comparison.

Another conclusion drawn by Dr. Wood was that health conditions are very poor in the country schools and homes as compared with conditions in the city. This time he compares the number of deaths of children of the school age in the country and city. Here again the cause has nothing to do with conditions in the school. It is partly due to less sanitary conditions in the country home, but much more to the fact that the good, up-to-date doctors all remain in the cities, while the old, poorly prepared, out-of-date physicians are left to care for the country boy.

The real advantage the city school has over the country school is that it has the money to get the best-trained teachers. Most city schools are able to start the grade teacher at about \$800, with a sliding schedule until she ultimately reaches a sum about \$1200. The country school, on the other hand, can only pay about \$520, with no possible chance for an increase. I know of a case where a teacher taught fifteen years in one school at \$60 per month the whole time. Elizabeth Keppie, in the April 1916, number of *The Sierra Educational*

News, while essentially comparing the one-teacher school with the city graded school, says that if the normal students were not trained for city schools, they would not "accept a mediocre city position in preference to their remunerative country one with its endless possibilities." I fear the "remunerative" country jobs are few and far between.

I have yet to see a one-teacher position paying enough to support a man with a family. Those that do pay \$90 for eight months have all the grades and the teacher is obliged to hear as many as 73 recitations each day. Miss Keppie advocates the normal students cadeting in rural schools. She says: "In this way would the rural school come into its own, as our best teachers, seeing the chance of personal growth which the rural school affords, would strive to get such positions." Imagine a teacher giving up a position in a town, with its social advantages and a salary of \$1000 to \$1200, for an isolated country school with a salary of \$600 or less. All the "chance of personal growth" in the world would not offset the difference in salary, to say nothing of the social advantages.

I admit that the country schools have many deficiencies, but these are primarily due to lack of funds. As they are already getting more than their proportionate share of funds based on attendance only, there is no immediate prospect for betterment in this line. They must continue to break in the novices and to keep the mediocre teachers.

In spite of these disadvantages in teachers and equipment in the rural schools, there are other conditions that enable them to compare favorably with the more fortunate urban schools. The city school gives class instruction while the country school can give individual instruction.

Equally important to individual instruc-

tion is the different attitude that the country pupil must take toward his work from that of his city cousin. The city pupil in a class of 30 or 40 too soon sees that he will be called upon only once each recitation or less. He begins to figure out which question he is apt to get and learns only that one. Many is the time the older pupils neglect their lessons entirely on a chance of not being called upon. The country pupil, on the other hand, in classes of from one to four members knows that there is no possible chance of neglecting his work without being found out. He has simply got to get it.

Another condition that results much to the advantage of the rural pupil is the absence of moving pictures and other distractions. The city life with its rush, excitement, and acuteness seldom leaves the pupil's mind in the proper receptive attitude to school work. The country pupil with plenty of sleep, physical exercise, nervous relaxation, and the stimulus of out-doors has a mind in not only a receptive attitude but with a craving for learning.

These things taken together with the moral wholesomeness that may be found in a small school make the balance of real efficiency in favor of the rural school over the well-equipped, well-taught, well-supervised city school. I would rather have my son taught in a country school that I could find with the poorest equipment, even if it had the poorest trained teacher, than, in the best equipped city school in the state. As education depends so much upon the individual, comparisons are hard to make, but my impression has been from students that come into the high school from both rural schools and well supervised city schools, that the average student from the former is better equipped than the average student from the latter. I do not think that rural supervision is needed as badly as many would lead us to believe.

State Federation of School Women's Clubs

DEMOCRACY AND THE SCHOOL ROOM

CORA L. WILLIAMS, PRINCIPAL OF A-TO-ZED SCHOOL, BERKELEY

(The Publication Committee of the State Federation of School Women's Clubs is always glad when Western women educators are honored in the East. Since the receipt of the following paper, there has come from the press of Charles Scribner's Sons a book by James Huneker, America's leading literary critic, entitled "Unicorns," in which Miss Williams and her theories of education are given an entire chapter. Mr. Huneker characterizes her latest book, "Creative Involution," as unusual and true to scientific facts, and says: "The warning of Miss Williams—against the dangers in our public school system, in which the individuality of the child is often disturbed, if not destroyed, by class teaching—is a timely one. At school our children's souls are clogged with brick and mortar, instead of being buoyant and individual."—Editor's Note.)

IT is bad psychology that we practice when we arouse our pupils to loyalty and patriotism and then give them no means of expressing their emotions in service. Instead of imbuing them with the spirit of citizenship we are deadening any natural impulse they may have for noble action. Our problem as teachers in this year of war is how to stretch the line of democracy from our schoolrooms to the fields of Flanders. Merely to tell the youth that he will best serve his country by studying against some future need does not suffice when all the world is astir with preparation for immediate action.

These are some of the ways our school has found of mobilizing its forces: We began last spring by doing away with the commencement dance, alumni banquet, class pins, and memorial gift to the school. We were thus able to save over \$200, which made it possible for us to equip four men for the California ambulance unit. An informal reception to these men just before their departure was almost as good as going ourselves. And when their heroic letters come, telling of carrying munitions to the danger zone, we feel that we are indeed at the front.

Perhaps it was this taste of citizenship

that made us hungry for more. Howsoever that may be, we have taken four Belgian orphans to support, one for each class. The money for this purpose was earned by the pupils in being responsible for themselves in study-room, hall, and yard, thus dispensing with the surveillance of teachers. Who would be a "slacker" under such circumstances? If perchance any one weakens under the strain of constant duty the others bolster him up, for we are one big committee now to see that the honor and dignity of our school are maintained at all times. Through the planning of Christmas boxes and letters for our men and our orphans, we are learning the joy of concerted action for something besides football.

Of course the girls have their knitting club, one or more of the teachers going with them. They are doing more than knitting yarn; they are knitting themselves into the great life-net. Then toward the building of a house for a blind Belgian we have the ice-cream-soda fund, into which go the coins that would otherwise be spent for personal pleasures. The zeal here is augmented by the contest between the boys and girls as to which can reach the twenty-dollar mark first.

Interesting as these things are, they are not allowed to interfere with studies, for the pupils know that in a few years they must take their places as engineers and statesmen in the reconstruction of the world. And many are the talks we have together concerning the larger citizenship that will then devolve upon us.

We are coming to see that back of all the causes of the war is the fact that it could never have happened if individuals had learned to think for themselves. No

made-in-Germany school system for us! Henceforth our pupils are going to study because they want to, not because they have to; and they are going to find out what is right and do it of themselves, and not because someone else tells them that they should. We are seeing that Democracy means more than freedom; it means responsibility. Macaulay said that it was the first duty of the state to educate its citizens, but we believe that it is the first

duty of the citizen to see that he builds the right sort of state. In order to do this he must learn as a boy to think for himself. And more than that, he must help his fellow students to do likewise, else he will come some day to dominate them.

Few persons realize that autocracy begins in the schoolroom. How to abolish the autocracy of intellect—that we feel is the great service that the youth of our land may render humanity.

ASSEMBLY BILL 1013

MARK KEPPEL, COUNTY SUPT. SCHOOLS, LOS ANGELES

WHEN Assembly Bill 1013 was discovered by the school people of the State, it had been signed by the Governor. During its passage through the legislature it was not known as a school bill and did not attract the attention of school people. The very few school leaders at Sacramento who knew of its existence were assured by its proponents that it did not and could not affect the schools injuriously. This assurance from men of intelligence and veracity was accepted as reliable information and lulled the leaders to inattention.

Early in June, County Superintendents of Schools were requested to furnish school districts with estimates of probable income for 1917-18. Then the discovery was made that A. B. 1013 expressly abrogated and abolished all minimums and substituted therefor provisions in regard to school incomes whose operations were ambiguous, uncertain and menacing. These officials declined to furnish estimates because no proper basis existed for making them. School boards could not fix salaries for 1917-18 except by guess.

After a thorough study of A. B. 1013, the California Teachers' Association determined to attempt to apply a referendum to it. The details of that campaign need not be enlarged upon. It suffices to say that

more than 80,000 electors in 35 counties signed the petitions and 62,017 approved signatures were certified to the Secretary of State, 15,682 more than were necessary. Finally on August 27, 1917, the Supreme Court of the State swept aside all legal obstacles and by peremptory writ made the referendum effective.

A. B. 1013 will be submitted to the voters of California at the general election in November, 1918, unless a general State election is held sooner. If not voted upon until November, 1918, the bill will not affect tax levies for 1918-19; and, if adopted by popular vote, may be amended by the legislature in 1919. There is a possibility, however, that the legislature would hesitate to amend an untried law after its approval by popular vote.

The proponents and advocates of A. B. 1013 have expressed their convictions in no uncertain terms as to the unworthiness of those who applied the referendum.

The proponents and advocates of A. B. 1013 call it "A Tax Limitation Act." This title makes it a popular measure at once and places its opponents at a disadvantage from the beginning.

A. B. 1013 is a measure whose good and bad features are mixed hopelessly. If adopted unchanged, the bill will harm the schools greatly. The good features of

A. B. 1013 are its provisions for a budget system and for tax limitation. The bad features of A. B. 1013 are at least seven in number:

1. A. B. 1013 is ambiguous and uncertain. Its proponents do not agree as to its scope or its application.

2. A. B. 1013 expressly abrogates and abolishes all minimums. The provisions for raising \$13.00 per unit of average daily attendance for the county common school fund and \$60.00 per unit for the county high school fund are swept away. Likewise, the provisions for distributing money on minimum bases seems to be repealed. Average daily attendance is the best and only scientific base for raising and distributing school money. It is the very foundation of the school system. There may be disagreement as to the amount that should be raised per unit of average daily attendance, but there cannot be disagreement as to the wisdom of using average daily attendance as the base. The abrogation and abolition of these minimums makes another base or bases necessary.

3. A. B. 1013 makes the Board of Supervisors the sole judge as to the needs of the schools. The act provides that the Board of Supervisors shall have power to revise or change in whole or in part, any budget submitted to it. Moreover, it ties the needs of the schools in a bundle with the needs of all other districts or county departments or purposes and provides that the yearly increase may not exceed 5% in the aggregate. The Board of Supervisors is given absolute power to decrease the allowance of a certain district or of a department and to increase the allowance of another. The whole increase of 5% may be put upon the roads, or more than the whole increase may be put upon the roads, and the amount allowed to the schools may be decreased by whatever amount the Board of Supervisors deem right so long

as that board keeps within the 5% limit of increase in the aggregate. It is true that A. B. 1013 provides that the Board of Supervisors shall make adequate provisions for the schools in any event. It is equally true that the Board of Supervisors is the supreme judge as to the needs of the schools so long as that board keeps within the 5% limit in the aggregate. This much boasted guarantee for the safety of the schools is at most only a pious wish. Whoever is deceived thereby is not wise.

4. A. B. 1013 creates a State Board of Authorization not directly responsible to the people although endowed with autocratic powers. If the people desire to reverse a decision of this board, they may call a special election by securing the signatures of 15% of the qualified electors and may reverse the decision of this Board at such election, provided, at least 60% of the votes cast are in favor of reversing the board. The board is not amenable even to majority rule and cannot be recalled.

5. A. B. 1013 makes provision for an allowance of an increase greater than 5% in case of "emergency or urgent necessity," but such excess increase cannot be used as a part of the base in computing the succeeding year's increase.

If the excess allowance were made to restore a building destroyed by calamity or to build a bridge or to accomplish any purpose not continuous and recurrent from year to year, the excess allowance ought not to be a part of the base. If the excess allowance were made to take care of needs arising from growth in population, such allowance should be a part of the base for determining the next year's income and increase. No county should be required to be a suppliant at the feet of any board merely because of an increase in its population.

6. By assuming that 5% is the true and scientific ratio of increase of taxes, A. B. 1013 puts a premium upon waste and extravagance in counties where population is stationary or decreasing and imposes a penalty upon counties where the population is increasing.

7. A. B. 1013 in its present form says to every Board of Supervisors, "You may do as you please so long as you do not exceed the 5% increase in the aggregate, but the moment you go over that line, you are subject to review and direction by the State Board of Authorization." If human nature works in the future as it has worked in the past, Boards of Supervisors will value freedom of action most of all and will stay inside the limit so that they may do as they please instead of trying to go outside of the limit and being told what they must do.

Where counties are increasing in population the limit may not be observed unless the growth of departments or districts is restricted more or less. Such restriction will be applied through the districts or departments farthest from the Supervisors. Inevitably, little by little, the allowance for schools will be decreased and the allowance for those districts and departments which build up the Supervisors' political machine will be increased. A. B. 1013 can be an act very helpful to roads, county farms and county hospitals, but it is not an act helpful to schools.

A great newspaper in speaking of A. B.

1013 declared, during the referendum campaign, that the act would save taxpayers \$4,000,000 a year and would allow the schools plenty of money. Unless that newspaper believes that the schools are receiving too much money, its statement is pure buncombe. This newspaper statement is cited as a sample of the stuff which the friends of the schools must meet.

The proponents and advocates of A. B. 1013 deny that it applies to school districts. Be this as it may, it certainly applies to county school taxes for both common and high schools. A. B. 1013 gives Boards of Supervisors power to decrease such taxes below the minimums fixed heretofore. If it were not intended to have such power exercised, why was it conferred? Why give power to do harm if harm is not desired? It was not necessary to confer the power unless its use was intended. Powerful influences are back of A. B. 1013. In a fight with it as the issue the result is uncertain. Prudence demands that the right kind of a tax limitation measure shall be prepared and submitted by initiative to the electors as an alternative for A. B. 1013. California Teachers' Association should proceed to prepare and submit such an act. The proponents and advocates of A. B. 1013 should be consulted and an effort should be made to frame an act agreeable to them as well as to the Association. Diligent effort and mutual concession ought to produce such a result.

PREPARE FOR INSTITUTES AND ASSOCIATION

Grace C. Stanley, President Southern Section, C. T. A.

It is everywhere realized that we profit by a lecture in proportion to the preparation we bring to it. Institutes and Teachers' Associations have not had the desired effect because there has been no definite opportunity for teachers to prepare for the lectures given. In order to make the meetings this year more effective than they have ever been, the South-

ern Section is trying out the experiment of furnishing teachers with suggestions for study in preparation for a full understanding of the subjects which it is hoped to have presented.

We are at the present time face to face with the greatest need for economy of time and effort that this county has ever seen. As teachers we shall not be able to do our bit

unless we study carefully the foundations of our school system to see if it is laid wisely and well. Two elements enter into such a study—the system of finance and the system of administration. A bibliography on the County Unit System has been prepared by Dr. Cubberley, and it is hoped that every teacher in the state will read at least Dr. Cubberley's short presentation of this subject in "Improvement of Rural Schools." It can be read in a half hour and gives a little glimpse of the subject. His "Rural Life and Education" should be read by those who wish to give a little more time to the question.

But systems are of no avail unless there is sufficient money for putting them into effect. To help to a better understanding of the condition of finances in this state an outline has been prepared on that subject. There is available in addition to this outline a "Primer of School Finance," by G. Vernon Bennett, City Superintendent of Pomona, which will be very helpful. Secure also the statement of Valuation and Tax Rates from as many county auditors in the state as possible. On these sheets note that all public service corporation property is withdrawn from local taxation, so that all school taxes can be levied only on what is called non-operative valuation. It will be interesting if a resume of the counties of the state could be made to see how much property has been withdrawn by the state from the schools for which the state has made no return through increasing its appropriations. Perhaps a study of this question may lead us to the conclusion that a survey of the finances of the state should be ordered by some authoritative body.

This is the opportunity for the teachers, no matter how small a position they occupy, to have a part in shaping the destinies of our schools. Let us not neglect to prepare ourselves for the heavy demands of this day of need, but as teachers train ourselves to think beyond the present and the daily duties of our profession and see our work in its relation to the whole, not only in the state, but in the nation and the world. We must begin to think in larger terms and every one must do his part in breaking down prejudice and overcoming the general apathy, if we succeed in making any progress.

A Brief Outline for the Study of California School Finance

I. Basis of Apportionment

A. Elementary.

- 1 What constitutes a statutory teacher, Sec. 1858-1.
- 2 Unit of average daily attendance, Sec. 1858-5.

B. Secondary.

- 1 Unit of average daily attendance.
 - a Sec. 1858-5.
 - b Rules and Regulations of State Board of Ed., Sec. 11.

II. Source of School Funds

A. State.

1 Elementary.

- a Sale and rent of school lands, Const., Sec. 4.
- b \$15 per pupil, Sec. 443.
- c \$250,000 from inheritance tax, Sec. 23.

2 Secondary.

- a \$15 per pupil, Sec. 1760.

B. County.

1 Elementary.

- \$550 per teacher or not less than \$13 per pupil, Sec. 1760.

2 Secondary.

- a \$60 per pupil, Sec. 1817.
- b Not more than \$5 per month for transportation of pupils outside the district.

C. District.

1 Elementary.

- 30 cent tax for maintenance, Sec. 1840.

2 Secondary.

- 75 cent tax for maintenance.

3 Trustees may ask for 15 cent building tax.

4 70 cent building tax by vote of people, 1830-1837.

5 Bonds.

- a Interest, not more than 6%, Sec. 1886.

- b Amount, not more than 5% of valuation, Sec. 1884.

6 Kindergarten.

- 10 cent tax, Sec. 1616.

III. Apportionment of Funds

A. State.

1 Elementary.

- a \$250 per statutory teacher, Sec. 1532.
- b Balance on average daily attendance, Sec. 1532.
- c State school moneys to be applied only to teachers' salaries, Sec. 1622.

2 Secondary.

- a One third divided equally among schools, Sec. 1761.
- b The thirds on average daily attendance, Sec. 1761.
- c All state money to be used only for teachers' salaries, Sec. 1763.

B. County.

1 Elementary

- a \$550 per teacher, Sec. 1858-third.
- b Remainder on average daily attendance, 1858-fourth.

2 Secondary, Sec. 1764.

- a \$1,000 for new high school district.
- b Amount actually expended for transportation.
- c \$60 per pupil in average daily attendance.

IV. Time of Apportionment

A. State.

1 Elementary.

July, Sept., March.

2. Secondary.

Sept., March. Grace C. Stanley.

Bibliography on County Unit System

1. Carney, Mabel—"Country Life and the Country School," 405 pp., illustrated. Row-Peterson Co. Chicago, \$1.25.
2. Cubberley, E. P.—"Improvement of Rural Schools," 76 pp. Houghton, Mifflin Co., Boston, 35 cents
3. Cubberley, E. P.—"Rural Life and Education," 367 pp., 102 illustrations. Houghton, Mifflin Co., Boston, \$1.60.
4. Knorr, G. W.—"Consolidated Rural Schools and the Organization of the County System," 99 pp., Bulletin 232, Office of Experiment Stations, U. S. Dept. of Agriculture, Washington, D. C.
5. Report of Country Life Commission, 65 pp. Government Printing Office, Washington, D. C., 10 cents.
6. Williams, J. H.—"Re-organization and County System of Rural Schools." Report of a survey of San Mateo Co., Cal. Bulletin 16, 1916, U. S. Bureau of Education, Washington, D. C. Ellwood P. Cubberley.

SUMMARY OF PROCEEDINGS, STATE BOARD OF EDUCATION

By C. S. Pixley

The State Board of Education met in special session September 3rd, for the purpose of selecting a State Supervisor of Physical

Education, and disposing of other lesser matters.

After consideration of the several candidates and others who were not avowed candidates for the position, the Board tendered the appointment to Professor Clark W. Hetherington, of the University of Wisconsin.

In view of the necessity of securing additional help to do the work connected with the new textbook laws, the Board tendered the appointment as textbook assistant to Mr. Sam Cohn of Alameda.

The requirement in Physical Science, for admission to the regular teacher's course in the State Normal Schools was amended to read as follows:

Physical Science. One unit of General Science, including the applied elements of physics, chemistry and physical geography, or two units of physical science; provided, that for students entering before June 30, 1918, one unit of physics, or chemistry, or physical geography may be accepted as meeting this requirement.

The original resolution fixing the pedagogy required under Section 1775, P. C., for the elementary certification of certain college graduates, was modified by elimination of the proviso requiring that four units be based on practice teaching.

The Commissioner of Secondary Schools was authorized to appoint necessary critic readers of high school textbooks for the purposes of the law passed by the 1917 legislature.

Senate Concurrent Resolution No. 23 was taken up and referred to the Commissioners to plan the necessary procedure and blank forms to be submitted to the Board in October.

The following resolution was adopted by the Board:

Whereas, Present war conditions in the Nation have resulted in unusual opportunities for the youth to enter the industrial field without due academic training, and

Whereas, These war conditions may deprive the Nation of sufficient trained experts in science and administration necessary to world progress; therefore be it

Resolved, That this Board urge upon all public school authorities of the state the necessity for encouraging pupils to continue their school training, entering higher institutions of learning, wherever possible, to the end that the development not only of the Nation but that of the individual shall not be unnecessarily retarded.

The Commissioners of Education were instructed to formulate rules for the certification of teachers of atypical children, commercial Spanish, oral teaching of the deaf and citizenship.

CALIFORNIA PRIZE ESSAY CONTEST

The sum of \$300 has, through the interest of the National Board for Historical Service, been placed at the disposal of the public school teachers of the State of California. This is to be used in prizes or the best essays on the subject, "Why the United States is at War." The intention is to have the treatment of these essays historical in character, such as will bring out the facts of reason or more remote history which would have a bearing upon the question.

The prizes are in groups: Group A for teachers in public high schools as follows:

- First prize of \$75.
- Second prize of \$30.
- Third prize of \$20.
- Fourth prize of \$15.
- Fifth prize of \$10.

Group B, for teachers in public elementary schools: First prize of \$75.

Second prize of \$25.

Five third prizes of \$10 each.

The usual rules attached to the preparation of these essays.

First. While not required, it is desirable that the essays be typed, only one side of the sheet being used, these fastened together at one side only.

Second. Essays must not exceed three thousand words in length.

Third. Many who might participate in the contest would not have access to large reference libraries. Consideration will therefore be given to those who have made thorough and intelligent use of such general material as is to be found in the average school or town library. It is expected that the current periodicals will be used.

Fourth. Preference will be given by the Committee of Award to those essays in which the subject is so treated as to be intelligent and interesting to pupils in that class of schools in which the writer is teaching.

Fifth. While elaborate bibliographs and foot notes are not necessary, there should accompany each paper a list of the better books and periodicals consulted.

Sixth. All essays should be addressed to Waldo G. Leland, Secretary, National Board for Historical Service, 1133 Woodward Building, Washington, D. C. Essays should not be signed, but each essay should be accompanied by slip containing the name and address and teaching position of the writer.

The names of the writers will not be communicated to the Committee of Award until after the awards have been made.

Seventh. Essays must be received in Washington not later than 6 P. M., January 1st, 1918.

In assuming the general charge of this competition in California, the Secretary of the California Council of Education does so only because of the tremendous significance of the movement at this time and the fact that participation in this contest will arouse interest, not only on the part of teachers, but of the children in the schools.

The following have kindly consented to act as judges for this contest, and we here take the occasion to offer our thanks to these busy people for rendering this valuable assistance:

Committee for Contest of Teachers in High Schools

Mrs. Herbert A. Cable, President California Federation of Women's Clubs, Los Angeles, Cal.

Hon. Thomas A. Reed, City Manager of San Jose, Cal.

Chester H. Rowell, Editor Fresno Republican, Fresno, Cal.

Committee for Contest of Teachers in Elementary Schools

Mrs. O. Shepard Barnum, Vice-President, State Board of Education, Alhambra, Cal.

Mr. Reynold E. Blight, Public Accountant, Los Angeles.

Mr. Milton J. Ferguson, State Librarian, Sacramento, Cal.

It is to be hoped that a considerable number of our teachers in the high and elementary schools will take advantage of this opportunity, not only on account of the liberal prizes offered, but that through their interest and effort there may be added something to the sum total of our knowledge of what democracy means and the significance of what our country is doing in the war, and end toward which it strives. Teachers interested are invited to correspond with the undersigned at once for more detailed information and suggestions as to sources of material and titles of books and pamphlets for reference.

Arthur H. Chamberlain,
Executive Secretary,
California Council of Education,
Monadnock Building, San Francisco, Cal.

THE LIBRARIAN'S DESK

COUNTY FREE LIBRARY SYSTEM

My dear Mr. Chamberlain:

In reply to your recent inquiry, I will say that at the present time 41 counties in California have adopted the county free library system. They are as follows:

Alameda	San Bernardino
Butte	San Diego
Colusa	San Joaquin
Contra Costa	San Luis Obispo
Fresno	San Mateo
Glenn	Santa Barbara
Humboldt	Santa Clara
Imperial	Santa Cruz
Inyo	Shasta
Kern	Siskiyou
Kings	Solano
Lassen	Sonora
Los Angeles	Stanislaus
Madera	Sutter
Merced	Tehama
Modoc	Trinity
Monterey	Tulare
Napa	Tuolumne
Plumas	Ventura
Riverside	Yolo
Sacramento	

The counties which have not adopted the system are as follows:

Alpine	Mono
Amador	Nevada
Del Norte	Orange
El Dorado	Placer
Marin	Sierra
Lake	San Benito
Mariposa	Sonoma
Mendocino	Yuba

In the case of San Francisco, the city and county are co-terminous and the public library therefore serves the entire county.

Of the counties which have adopted the system the following have not yet put it into operation:

Napa	Shasta
San Luis Obispo	Sonoma

You will be interested to know that 38 of the counties which were in operation on July 1st had as a maintenance fund for the year 1916-17 the sum of \$415,849.97, and had gathered together libraries totaling 685,390 volumes. These county free libraries had established 2141 branches and out of a total of

2922 elementary and high school districts they were giving service to 1009. For an institution scarcely more than seven years old this record, I think, is of the greatest significance. You can probably conceive of the situation in this state when every school district is receiving the kind of library service which the county free libraries are able to give it. As to the value of this work to the schools, I feel sure the teachers who have had experience with it will speak in no unmistakable terms.

Very truly yours,

Milton J. Ferguson,
State Librarian.

(Here is some good advice from the Library Book to the reader. This advice is given by one who knows and should be read and followed. Copies of this advice, typed upon slips of paper, have been placed in every school library in Santa Cruz County by the County Librarian thereof. The plan could spread with profit.—Editor.)

"Once on a time" a Library Book was overheard saying:

"Please don't handle me with dirty hands, I should be ashamed to be seen when the next boy borrowed me.

"Or leave me out in the rain to catch cold.

"Or make marks on me with your pen or pencil to spoil my looks.

"Or lean on me with your elbows when you are reading me. It hurts.

"Or open me and lay me face down on the table. You wouldn't like to be treated so.

"Whenever you stop reading me, put in a neat little Book Mark to keep your place, and then close me and lay me down on my side for a good comfortable rest.

"Remember that I want to visit a great many other boys and girls after you have read me. Besides, I may meet you again some day, and you would be sorry to see me looking forlorn and ill-treated."

The usual issue of *News Notes* of California Libraries carries an appreciation of former Librarian James L. Gillis, contributed by Mr. Milton J. Ferguson, the present Librarian, an article on an organization trip through Inyo County by Mrs. May Dexter Henshall, and a report of the annual meeting of the California Library Association at Hollywood, June last, by Althea H. Warren, Librarian Public Library,

San Diego. There are California Library Association notes by Mr. Ferguson, an outline of the legislation passed by the last legislative session listed under various subjects, by Joseph H. Quire, Legislative Reference Librarian of the State Library, and much interesting information regarding library work in the various counties.

During the Panama-Pacific International Exposition there was held the Panama-Pacific Historical Congress, with sessions at Berkeley and Palo Alto. The papers and addresses presented at this Congress have been brought together in a splendid volume edited by Professors H. Morse Stephens and Herbert E. Bolton, of the University of California, under title, *The Pacific Coast in History*. The book is of particular interest at this time, as the keynote of the work is sounded by Professor Stephens in his opening address on the conflict of European Nations in the Pacific Ocean. There is brought out clearly in the various papers the part played by the Pacific and adjacent regions in history. In the 535 pages of the volume, issued from the press of The Macmillan Company, there are contributions from such national authorities as Theodore Roosevelt, David P. Barrows, Horace Davis, H. Morse Stephens, Herbert E. Bolton and other men well known in the world of science and letters. The book is being handled by Mr. James R. Davis of the University of California, Agent for the Western Coast. All correspondence relating to it should be addressed as above. The price is \$4.00.

Miss Ada Van Stone Harris, Director of Practice in Elementary Schools, Pittsburgh, Pa., and whose experience both here and as Assistant Superintendent of Schools in Rochester, N. Y., and Richmond, Virginia, qualifies her especially for the task, has just prepared a book entitled *Number Games for Primary Grades*. She has been assisted by Lillian McLean Waldo, formerly Supervisor Critic in the Training School for Teachers at Rochester. The book is designed to create an active interest in numbers and to lead the child directly and naturally through the "make believe" element and the idea of friendly contest. Through the medium of such number games as *The Toy Ship*, *Climbing the Stairs*, *Days of the Week and Month*, *Spinning the Wheel*, *Setting the Clock*, *Game of Odd and Even*, *Multiplication Race*, *Game*

of Division, etc., the young mathematicians are led easily and naturally into an appreciation and understanding of the fundamental processes in counting combinations and in fact all of the phases of arithmetic essential to every boy and girl. The directions are clear, the illustrations are simple and add much to the book, which is published by Beckley-Cardy Company, 123 pages, price 60c.

A Practical French Course, by Leopold Cardon, Instructor in Romance Languages in Ohio University. Silver, Burdett & Company, pages 443, price \$1.25.

At this particular time great emphasis is placed upon the study of the French language. Many of our out-of-school adults are taking up the study and attention is being given it as well by our men at the front. The present volume is one of the best that has come to our attention. The practical features of the book are noted, both in its plan and scope. The aim is not so much the technical as to give to pupils the power to speak, read and understand every-day French; in other words, to deal with those forms, both oral and written, that are in common use. There are abundant oral drills scattered through the book, and exercises such as form the basis for French conversation. These, however, are in the form of connected discourse and thus prove both interesting and usable. The excellent illustrations scattered through the book add no little to its interest and teaching value.

The work of Harold W. Foght, Specialist in Rural School Practice, United States Bureau of Education, has been making itself felt for the last few years in this country. Mr. Foght will be remembered as the author of the *American Rural Schools*, and *Rural Denmark and its Schools*. His recent book, *The Rural Teacher and His Work*, is published by the Macmillan Company. There are 350 pages, and the book sells at \$1.40. In this volume Mr. Foght shows the relation of the teacher and his work to community leadership, to school administration, and to the mastery of school subjects. Not only will supervisors, principals and superintendents find this book of value, but as well the teachers of the rural schools will be able to use it to advantage. There is discussed the place of the rural school teacher as a community leader, the teacher as organizer and administrator, the way in which the teacher can vitalize the

course of study, and other like important matters. Emphasis is placed upon the manual arts and home economics, hygiene and sanitation, and other topics that have a particular relation to the rural school.

Readings in Medieval and Modern History, by Hutton Webster, author of *Ancient History*, etc. D. C. Heath & Company, pages 388, price \$1.36.

In common with the author's earlier book on *Readings in Ancient History*, each chapter deals with a single epoch or personality and presents the work of a single author. The passages quoted are not "scraps" but are of sufficient length to give to the reader a good impression. Not only are the selections good history but they are good literature as well. These extracts from original sources range from the time of Charlemagne down to the diplomatic correspondence of the great war. The book has much value as supplementary to the high school courses and will prove a most interesting volume upon the reading table of any library.

The World Book, Volumes 5 and 6, have just come from the press. The first four volumes have been given notice in these columns heretofore. In common with the preceding volumes, these books maintain an especially high standard. No effort seems to have been spared to secure the latest information upon every subject given consideration. As one scans volume 5 he finds attention given to the Lincoln Highway, the sculpture at the Panama-Pacific Exposition, a treatise on Madagascar, the State of Maine in story and picture, a history of the merchant-marine, the camera and motion picture apparatus fully explained. In the same way Volume 6 gives ample consideration to North America in its historical and geographical features and their relation to commerce and industry, the Northmen, the Merchant of Venice, percentage, plumbing, Antarctic Exploration, punctuation, and like suggestive subjects. *The World Book*, edited by M. V. O'Shea, Hanson-Roach-Fowler Company.

A book from the pen of the United States Commissioner of Education would at the outset attract the reader. Such a book is *Effective English*, by Commissioner P. P. Claxton and James McGinniss, Principal of the High School, Ludlow, Ky. Allyn and Bacon, pages 545. The authors seem to have sensed in a re-

markable manner the type of English demanded in the world of business and of literature. While the work is practical, that is usable in the highest degree, it is interesting as well. One sees at the beginning that the authors had a clear conception that to be of value, effective English must be used not simply in the English class but in all the work of the school and, as well, must find application in the activities of the outside world. The literary models are chosen with the greatest care. Oral English is fully emphasized. Attention is given to newspaper and letter writing. Evidently no little time has been spent upon the choice of illustrations, these having a decided teaching value. There are most valuable exercises based upon the pictures scattered throughout the book. All in all, the volume is a decided contribution.

Dr. G. W. A. Luckey of the University of Nebraska has long been known in the educational world as one of our closest students of psychology and child study. He has, after years of experience, brought together in a compact volume of 220 pages and under the title *Essentials in Child Study*, the material to constitute the center and core of a course in this subject for college students or for those in normal schools prepared for the work. This book on *Essentials of Child Study* should be used as a text in the beginner's course and covers the entire growth and development of the child from birth to adolescence, and in a few instances through adolescence. Dr. Luckey treats each chapter briefly and follows with a bibliography prepared with special care and confined very largely to references in English. The nervous system, the various senses, feeling, knowing and willing, the beginnings of language, fatigue; these and other like important matters have thorough treatment. It is published by the University Publishing Company.

The one room and consolidated country schools of Illinois are set forth in Circular No. 124, issuing from the office of the Supt. of Public Instruction at Springfield, Ill. This bulletin is most suggestive, both in its text and in the illustrations, bringing out types of modern one-room buildings and consolidated school plans, and emphasizing features of lighting, heating, transportation and the like. Agricultural and home economics work are considered as foundational studies in the consolidated school.



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NOTES AND COMMENT

The California Teachers' Association, Southern Section, will hold its meeting in Los Angeles the week of December 17, with the southern counties combining. The President, Mrs. Grace C. Stanley, Superintendent of San Bernardino County, and the Secretary, Dr. Albert E. Wilson, Principal of the Manual Arts High School, Los Angeles, and the Executive Committee are preparing a most excellent program. The Association concert, with Eugene Ysaye, the great Belgian violinist as a star feature, will be held at the Shrine Auditorium on the evening of December 19. There will be other general sessions. The luncheons of organizations and sections will be noon of December 20. The banquets will be held the evening of the 20th. The general session following the banquets will consist of readings, theatricals and movies. There will be additional luncheons of organizations on the 21st.

It is planned to take up a very few important educational problems and, through previous study on the part of teachers, to so prepare that the very most shall be had from the Association programs. Attention will be concentrated upon the following topics.

- (1) The Problem of the Non-English Speaking Foreigner.
- (2) The Relation Between the United States and the Latin-American Republics.
- (3) The County Unit System and School Finance.
- (4) Standardization of Courses of Study.

The officers point out the fact that this list provides one subject that is national in scope and of special patriotic interest at this time, one of special interest to high schools, one for the grades and one of school management and the best solution of the rural school problem.

It is desired that this program result in

- (1) National duty of the establishment of kindergartens, home teachers and night schools for the benefit of foreign speaking people, and the speedy passage of the bill now before Congress providing for the loaning of Postal Savings funds direct to the schools on school bonds at $2\frac{1}{2}$ per cent.

- (2) The centralization of the management of the schools of each county, in order that

equal educational advantages may be afforded to all the children of the state, and the sharing of the burden of education equally between the state and county. This will also result in making possible the standardization of school work, which is so much needed.

(3) A study of our relations with Latin-America should result in better trade relations and tend to eliminate a fruitful source of future difficulty. It is to be hoped that this may be a beginning in this kind of study by our high schools, and that another year may be devoted to our relations with Japan.

At the recent Del Norte County Institute at Crescent city Dr. Preston W. Search, educator, author and lecturer, made a number of addresses. The other out of county instructor was Professor Arthur I. Street, of the University of California, who offered many practical hints upon combining current events with every-day school work.

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The minimum wage for country school teachers in Wisconsin is now \$45 a month. Special aid of two dollars a month for the second year, four dollars for the third year and eight dollars a month for the fourth year that a teacher is retained in the same school, will be paid by the state. By a 1917 amendment, this aid will be given only to the teachers who are teaching in a one-room rural school.

Attention is called to the very helpful work being performed by Mr. F. D. Jones, of Alhambra, whose card appears in this issue. Mr. Jones was for many years connected with the famous Jones Book Store in Los Angeles. His long experience in working with school books and teachers' helps has been of much advantage to him in preparing his Self-Keyed Problems. All phases of arithmetic teaching can be made very effective through the use of these problems, and teachers of the grades will find it decidedly to their advantage to write the Jones Manufacturing Company of Alhambra for details.

Two members of the State Board of Education were recently reappointed to succeed themselves for the four-year period. They are Mrs. O. Shepard Barnum, Vice-President of the Board, and L. S. Montgomery, of San Jose.

Mr. Clark W. Heatherington has accepted an appointment as Director of Physical Education for the State, he to begin his work about the first of the year. Mr. Heatherington is a graduate of Stanford University, has been for a number of years connected with the University of Wisconsin, and for several summer sessions had charge of the Physical Education and Playground Work at the University of California.

The Board has also appointed as State Text Book Assistant Mr. Sam Cohn, who for several years has been Principal of the Porter School, Alameda. Previous to this he was connected with the schools of Stockton. He is a graduate of the San Jose State Normal School, and has had a broad experience in public school work.

The Institute of Siskiyou County was held at Yreka early in September. Emphasis was placed upon efficiency in education and on the necessity for food conservation. The problems of the country school were also given prominent place, and the work of the County

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San Francisco, Cal.,

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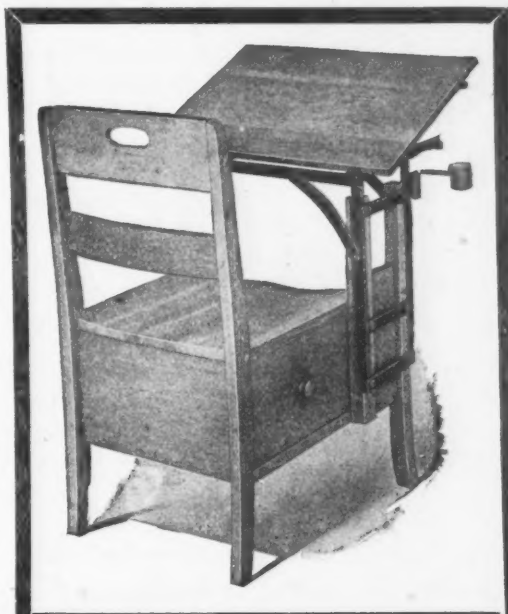
P. S.—In the December issue (out December 1st), I will tell you how to solve your Christmas troubles.

Free Library discussed. Of those who contributed to the program there were Lura S. Oak of the Chico Normal, Miss Bessie McCabe of the San Jose Normal, President Frank H. Ball of Santa Barbara Normal, Dr. I. W. Howerth, Arthur I. Street, University of California, Miss E. Virginia Ballaseyus of the Aetna Union High School, and County Librarian, Miss Bessie Silverthorne.

Of the significant resolutions adopted was one advocating the standardizing of one and two room schools by use of the score card, and advocated by the Extension Division of the Chico Normal School, and also one reading that "Whereas, the greatest educational need of the state is closer rural supervision, we favor the enactment by the legislature of a law providing for an elected County Board of Education, whose chief duty shall be the selection of a County Superintendent and which shall exercise other duties similar to those of a City Board of Education.

Mr. A. H. Nelson General Manager, Educational Department of The Macmillan Company, recently visited the Coast and participated in a meeting of the members of the Pacific Coast staff that is working under direction of Mr. T. C. Morehouse. The place of Philip A. Knollton, whose headquarters have been in the Northwest, and who is now in the public service in the field, has been taken by John S. Gallagher, with headquarters at Portland. Mr. Gallagher was formerly with Little, Brown & Company, and more recently with Scott Foresman.

The Thrift Magazine is again drawn to the attention of our readers. It is published monthly and contains constructive suggestions of things that can actually be done in the school room to exemplify the Thrift idea. In each issue there are practical recipes looking toward economical table dishes, discussions of food values and the like. There are suggestions as to how to avoid waste in the various avenues of life, abstracts from addresses and articles by leading men and women of the nation, suggestions on the best books, and other excellent material. The magazine is edited and published by Mr. Henry R. Daniel, Secretary of the American Society for Thrift, at 30 North Michigan avenue, Chicago. The subscription is 50c per year, 35c in clubs of five or more, single copy 5c.



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If there are any more sets made they will have to be made at a higher price. Don't wait. Get your set now.

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According to Statistics prepared by Hon. Job Wood Jr. of the State Office, there were, on June 30 last, 13,730 teachers in the public elementary schools, a gain of 412 over the previous year. The number of pupils enrolled was 428,384, a gain of 4,822 over the enrollment of 1916. The average daily attendance was 348,304, or a gain of 7,367.

In the high schools there were 112,684 pupils enrolled, an increase of 17,279 over the previous year. The average attendance of 62,865 was a gain of 3989. There were 4454 high school teachers, a gain of 455 over 1916.

California Agriculture as an Occupation for City Bred Boys.—This is School Publication No. 5, coming from Los Angeles City Schools, and carries an introduction by Superintendent Shiels. The pamphlet was prepared by Robert J. Teall and J. B. Lillard, the Supervisor of Agriculture Instruction in the Los Angeles City Schools. It touches agriculture as a profession, agriculture as a business, and agriculture as a mode of life, and in its conclusions and summaries will be found, at this time particularly, to be very helpful. The publications that are being issued from time to time by the Los Angeles school board are worthy of careful study.

The first bulletin issued was on the subject Health Supervision in Los Angeles City Schools. This prepared by Dr. Irving R. Bancroft, Director of School Health Department. This is such a sane and straightforward presentation of the necessity for sound bodies, and affords such excellent suggestions, together with tables and reports of value to the teacher, that many will wish to avail themselves of the opportunity to secure a copy.

No more attractive locality exists for the holding of a convention or Teachers' Institute than Asilomar, in Monterey County. Facing the ocean and backed by pine-covered hills, the hotel and assembly hall are fitted in every way for public meetings. Superintendent George Schultzberg called his Institute at Asilomar October 1-5. The outstanding feature was simplicity and thoroughness. No program was over-full and ample opportunity was given for informal discussion of problems, round tables and excursions. There were as speakers Professor E. C. Rugh, Miss S. E. Hagelthorn and Charles H. Shaw of the University of California; Hon. Thomas H. Reed, City Manager of San Jose; C. L. Phelps, State

Detroit Adopts Gregg Shorthand

It gives us great pleasure to announce that the City of Detroit, Michigan, has officially adopted Gregg Shorthand to be taught exclusively in the high schools of that city, beginning September, 1917.

The adoption of Gregg Shorthand was made after what was perhaps the most exhaustive test of a shorthand system that has ever been conducted. Under standardized conditions, parallel classes in Gregg Shorthand and the system previously taught were carried through the entire shorthand course. The test was not confined to one or two classes, but included the entire shorthand department, the object being to avoid drawing conclusions from the exceptional class or the exceptional teacher. The progress of the work of each student and the results of all tests and examinations were recorded and tabulated. Both the data and the practical results obtained show the overwhelming superiority of Gregg Shorthand.

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Normal School, San Jose; Manfred P. Welcher of the Anti-Cigarette League; Miss Anna E. Chase, National Lecturer, W. C. T. U.; Luther Whiteman, United States Forestry Service; Arthur H. Chamberlain, Secretary California Council of Education; Hon. Edward Birwick, Pacific Grove; and Miss Anne Hadden, County Librarian. The ten minute talks by prominent county teachers before the general session was a most noteworthy feature. Combined Trustees' and Teachers' Institute on one day of the session helped decidedly to connect up the school with the community.

A series of lectures attracting considerable attention are upon the subject of Democracy and Autocracy, by Kate Dunn Ames. The special subjects of these lectures are: I. Democracy's Epoch Achievements. II. The Golgotha of the Nations. III. The World's Alternative. The lectures occur at 9:00 A. M. at the Hotel St. Francis, San Francisco. They are given to the public to help make the great fundamental issues at stake in the war clear. These lectures are given free. Miss Ames is well prepared to do constructive work in this field.

The exchange of teachers between school and school or state and state is a matter to receive attention during the next few years. Wisconsin School Boards are now given power by law to engage in an exchange of teachers with other states. The fact is recognized that, aside from what the teachers get through visiting and teaching in other places, there is a liberal education in the travel from place to place. Few teachers could possibly afford a year's vacation, but the plan of exchange such as has been in force in Colorado for two years is an admirable one. If teachers more generally would be insistent in requesting the exchange plan to be put in operation, laws will soon be shaped to meet the requirements.

The Disston File Chart will prove of great assistance to manual training instructors in describing and explaining to their students the various types and cuts of files. This chart illustrates many styles in general use with explanatory descriptions of the more common. A table of the files most suitable for sharpening saws of various "points to inch" is also given. Sectional views show the actual sizes of teeth in the various cuts from horse rasp to dead smooth double cut.

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Webster's Early European History.
See Review in Sierra Educational News, July-August, 1917, pp. 81-82...\$1.60

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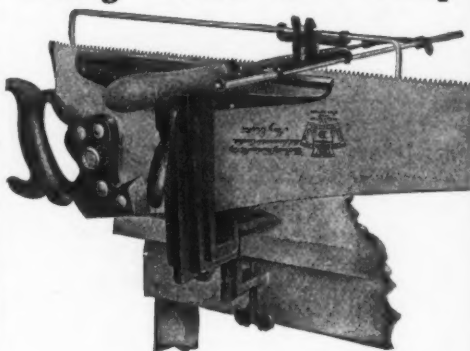
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This chart is a companion piece to the saw chart recently issued by the Disston Company. Both these charts will facilitate greatly instruction on their respective subjects. The Disston File Chart is ready for distribution and one or more copies of this, as well as the saw chart, will gladly be furnished upon request to Henry Disston & Sons, Inc., Philadelphia.

The American School Peace League announces its regular prize essay contest. There are two sets of Seabury prizes for the best essays on:

First. "The Teaching of Democracy as a Factor in the League of Nations," open to seniors in normal schools.

Second. "How Should the World be Organized so as to Prevent Wars in the Future," open to seniors in secondary schools.

Three prizes of \$75, \$50 and \$25 will be given for the best essays in both sets. Contest closes March 1, 1918. Essays must not exceed five thousand words in length. Other details as to the contest may be had by addressing Mrs. Fanny Fern Andrews, Secretary, American School Peace League, 405 Marlborough Street, Boston, Mass.

The Mendocino County Institute, held at Willits the week of October 9, brought together practically every teacher in the county. There were general sessions and departments for high school, elementary and rural school teachers. Of the speakers in attendance there were Dr. P. W. Search, Mr. John Murray, Miss Harriet Eddy, Miss Carolyn Swope, who gave talks and demonstrations in primary method; President Van Matre and members of his staff at the Humboldt State Normal School, and Secretary Chamberlain of the Council of Education.

Of the resolutions presented was one which called attention to the necessity for increase in teachers' salaries to meet the high cost of living. The resolutions continued:

We approve the work of the California Teachers' Association in helping to obtain desirable legislation and preventing the passage of bad laws. We especially appreciate the passage of Assembly Bill 624, the 15c buildings and ground tax, and the present high school free text book law providing for flexibility in the choice of texts.

We approve the efforts which preserved to us the County Institute and the Retirement

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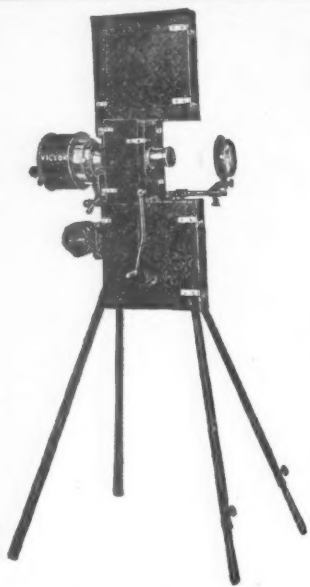
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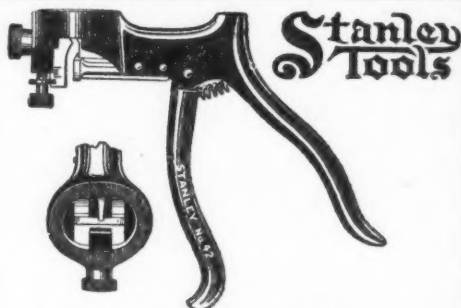
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Salary Act, and we commend the efforts resulting in securing the referendum to Assembly Bill 1013, which, as a tax limitation law, provided that not more than a 5 per cent increase in any tax levy over the levy of the previous year might be made.

The War and Education is the title of a scholarly and constructive discussion of what education should be and do, by Dr. E. C. Moore, President of the Los Angeles State Normal, and published as the leader in the California Outlook for October. Dr. Moore shows clearly that the time has long since passed when the schools of this country can afford to teach subjects simply on the dictation of tradition, that work in school must have some definite and clean-cut relation to the problems of out of school existence. The student must possess an intensive knowledge of our own country, both geographically and historically, the better to assist in developing here the real democracy.

The Public Education Society of San Francisco, whose object is "Informal Action for the Welfare of the Public Schools," is offering a series of five lectures on successive Thursday evenings upon the subject of the San Francisco School Survey. The first was on October 11, by Dr. S. Langer, chairman of the Program Committee of the Public Education Society, his subject being "The School Survey Report; General Outline and Introduction." October 18, "Elementary Instruction," Dr. E. P. Cubberley, Stanford University. October 25, "School Buildings and Equipment; Health," Dr. A. D'Ancona, Board of Education. November 1, "Organization and Demonstration," Dr. W. W. Kemp, University of California. November 8, "Recommendations Made by the Survey Report and General Summary," Dr. Richard G. Boone, University of California.

The Trinity County Institute was held at Weaverville September 11-14. The instructors and lecturers present were President Fred-eric Burk of the State Normal, San Francisco; Professor J. B. Sears of Stanford University, Miss Elizabeth Rothermel of the University of California, Miss Alice Anderson, County Librarian, and other men and women of the county.

Much attention was given during the sessions to the individual method of instruction and promotion. The resolutions called upon

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teachers to use their efforts to install individual drinking cups, towels and combs in their schools, and to improve sanitary conditions generally in their districts. Emphasis was placed as well upon the necessity for establishing Parent-Teacher Associations. The work of Miss Anderson as County Librarian was commended and the schools not yet enjoying the privilege of membership were advised to avail themselves of the same.

The Teachers' Casualty Underwriters of Lincoln, Nebraska, has, on more than one occasion, demonstrated its value to the teaching profession, and no teacher can be perfectly sure that on leaving home in the morning she will return safe and sound at night. Every month the Teachers' Casualty pays thousands of dollars to those who are injured. Recently, after the tragic accidental death of one of their policy holders, Miss Gertrude Armstead, and within twenty-four hours, the company paid a benefit of \$1,000 to her beneficiary. We are slow in advising teachers to take up with various methods of investment or insurance, but we have no hesitancy in speaking in the highest terms of the worth of the Teachers' Casualty Underwriters. They should be addressed at Lincoln, Nebraska.

The Calaveras County Institute was held at Murphys October 8-9-10. The instructors

present were Hon. Job Wood Jr. of the State Office; Professor C. E. Rugh, University of California, and D. R. Jones of San Rafael. Mr. Jones dwelt upon the practical phases of arithmetic, geography, literature and history. Mr. Wood discussed school management, the benefits from school training, new problems of the school law. Professor Rugh dwelt upon the necessity for conservation on the part of teachers, some of the qualifications of a good teacher, what efficiency means, and how to teach the mother tongue. The Institute was a decided success.

The American Lead Pencil Company is issuing a little booklet giving instructions for drafting and sketching. The work has been done by Mr. Harry W. Jacobs, director in art instruction in the public schools of Buffalo, New York. Mr. Jacobs has written a very interesting article and accompanied it with clever sketches to show the use of certain degrees of pencils; others illustrating different degrees of hardness in pencils. Among the subjects taken up are materials, paper, preparation technique or handling of the pencil, handling of strokes, subjects, pictorial composition, method of working, advanced pencil handling, still life drawing, treatment of nature, etc. These drawings by use of the Venus pencils illustrate a Dutch market,

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In a recent trip through Santa Cruz County with Superintendent Champ S. Price on a visit to some of the rural schools, we were accompanied by the County Librarian, Miss Waterman, and Assistant Librarian, Miss Patton. Some of the school buildings of one and two rooms are modern in every respect. New buildings have replaced the old, and attention has been given to problems of lighting and ventilation, to blackboard arrangement, to shelf and cabinet room. Many of the old buildings have been remodeled, the windows on one side boarded up, admitting light from one side only, showing what may be done with a small amount of money and good executive ability.

The noticeable feature was the "school spirit" and "atmosphere." No teacher is ever apprised of the visits of Superintendent Price. There was no "show work." With a cordial understanding between teacher and superintendent, the same feeling exists between teacher and pupil. The co-operation between Superintendent and County Librarian is bringing results. The schools are frequently visited by the Librarian and the pupils given talks on the use of the books. In districts not served by the County Librarian, Miss Waterman speaks to the pupils on the benefits to come from the plan and gives therein a message for the home folks. Miss Patton, in her Riley, Field or other readings, brings to the rural school pupils a new outlook. This type of co-operation between the County Superintendent and Librarian, we commend. Superintendents, teachers and librarians working together as in Santa Cruz County can make good schools.

"High School" is the title of a new publication issuing its first number in October, and to appear monthly from the High School Publishing Company, 350 Sansome Street, San Francisco. The price for single copies is 10 cents; by the term, five copies, 25 cents; 50 cents yearly. The purpose of this new magazine is to set forth the activities of the high schools and to draw together in closer union the work of these institutions. While there is a multiplicity of journals, good and bad, upon

the market today, there would seem to be a place for just such a publication as this. If the standard of the first number is kept up, we see no reason why success should not attend the efforts of the management.

Teachers who desire Christmas and other easy graded songs should send for a copy of "The Everyday Song Book," published by the Cable Company, 1210 Cable Building, Chicago. A copy will be sent free to any teacher mentioning the News. This song book contains the music for all occasions throughout the year. It will be of special interest to all teachers in the primary grades.

Teachers Wanted, \$100 to \$150 Month.—All teachers should try the U. S. Government examinations to be held throughout the entire country during the Fall. Because of war, women are being shown preference. The positions pay from \$1200 to \$1800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. H230, Rochester, N. Y., for schedule showing all examination dates and places and large descriptive book, showing the positions obtainable and giving many sample examination questions, which will be sent free of charge.

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In the death of Dr. Lewis H. Jones the country loses one of its most distinguished educators. For years he was president of the State Normal College at Ypsilanti, Mich. He was also Principal of the Indianapolis Normal School, Superintendent of the city schools of Indianapolis for ten years and of the Cleveland City Schools for eight years. He was prominent in the work of the National Education Association, and his published books are a contribution to the educational literature of the day. Throughout the country he had a multitude of friends, both as man and educator. His place will be hard to fill.

The University of Nevada has called to the Presidency, in succession to former President Hendricks Professor Walter E. Clark, Head of the Department of Political Science of the College of the City of New York, who will assume duties January 1st. Dr. Clark has been connected with Ohio and Wellesley Universities and the City College, and is an authority upon political science.

The Vacation Schools of the country have had full investigation through the work of a committee representing the Berkeley Teachers' Association. The report gives much valuable information regarding the history, scope of work, attendance, object, cost, and results of the Vacation Schools. The committee recommends the establishment of a Vacation School for Berkeley to be opened in the summer of 1918.

"Agricultural Extension in Secondary Schools" is the title of a valuable publication issued as a bulletin of the University of the State of New York at Albany and prepared by Layton S. Hawkins, Specialist in Agricultural Education. It will be found especially helpful to classes in agriculture, horticulture,

dairying, poultry raising, animal husbandry, home economics and the like. It touches work not only in the field but in the laboratory. It is profusely illustrated.

Dr. Alexis F. Lange of the University of California contributes to the September 29 issue of School and Society his admirable article on our preparedness program. This address was delivered before the recent California High School Teachers' Convention, and was published in full in the proceedings issued as the July-August number of the Sierra Educational News. The article is one that will direct attention throughout the country.

Dr. Otis W. Caldwell, for many years connected with the University of Chicago, and one of the most prominent school men and scientists, becomes Director of the new Experimental School to be organized in connection with Teachers' College, Columbia University. In view of the great work already done at Teachers' College, under direction of Dean Russell and his associates, and of the qualifications of Dr. Caldwell for this particular position, the new Experiment will be looked forward to with interest.

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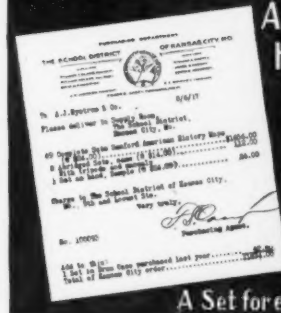
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